

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

There are many foreign languages that are taught at school in Indonesia, such as English, German, France, Japanese, etc. Formerly, English was taught from junior high school but recently it has been taught from elementary school even play group. English is more popular than other foreign languages, because it becomes the international language used by most people in the world. So, it is important for people to learn it. English is needed to support science, and technology. In fact, many books, magazines, films use English.

The four language skills, namely listening, speaking, reading, and writing, speaking is the most important one because it is one of the abilities to carry out conversation in our language. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

To make the students able to speak fluently, hence, the speaking learning itself should be effectively and efficiently done. One of the indicators that shows the effectiveness and efficiency of speaking learning process is that students have chances to involve themselves actively such as they can practice it on their daily activities, at home, or at the school. Fluency in speaking English is one of the main objectives in learning English, because by being active in speaking they can be easier in communicating the idea, thinking, and

feeling in any situation. It is one of the foreign languages that are not simple or not easy because they are not accustomed to use native language.

Speaking is something the writer always does in almost every second, it comes from sound that all human makes, the sounds turn to words which have meanings and are communicated to others. It becomes problem when someone learns how to speak English as a second language, because he has to start all over again or start from the very beginning, such as learning how to pronounce, write, spell, and use the words in a sentence.

Speaking ability is influenced by two factors; the intrinsic and the extrinsic factors. The intrinsic factors coming from the learners include aptitude, interest, intelligence, motivation and cognitive ability. This motivation produces the learner's enthusiasm to practice speaking. Then the environment comprises both social and physical conditions that directly or indirectly influence the way of speaking. The extrinsic factors are the school, curriculum, methods, classroom situation and society. In the process of learning the language, many students still have the difficulties in mastering English. In fact, students who want to master English or to have a speaking ability is not easy, because they do not use the language everyday or every time and less to practice it. For instance in Indonesia, students get English from junior high school to the university, moreover English is the first foreign language taught in Indonesia, but they cannot practice and speak fluently. It can happen because there is a feeling of fear that they will make some mistakes in practicing English in their daily activities.

One psychological aspect that improves the students' success in learning English specially speaking is interest. Interest is the awareness of someone, object, or a situation that correlate with him/her (Witherington, 1986: 135). If the students have interest, it will motivate to do something suitable with their interest. With this correlation we must emerge an interest from the students.

Interest plays an important role in the learning process. The students usually gain a good result of their learning if they also have a good interest in their learning. In other words, the students' success of failure in learning certain subject (English) can be identified through the student's interest in learning subject. One intrinsic factor that determines the learner's success is interest.

Interest has influenced the learning achievement of someone. The student's interest level also determines the student in studying English. The student's interest has a great influence to succeed in learning process because it has a great influence to the attitude in English lesson. The learners in Indonesia have some confusion between the languages. Most of them do not like the curriculum. In fact, the different characteristic of the language and the unawareness of the student sometimes make them fear or hate to the English lesson. Even they find a deadlock feeling in mastering English. It will influence their interest in learning English, and it will leave an effect on their achievement related to their speaking ability. By mastering speaking skill we can carry out conversation with others, give ideas and change the information with interlocutor.

Based on those problems, the researcher is interested in conducting research entitled: THE INFLUENCE OF THE ENGLISH LEARNING INTEREST TOWARD ENGLISH SPEAKING ABILITY OF THE SECOND YEAR STUDENTS OF SMPN 02 PETARUKAN IN 2005/2006 ACADEMIC YEAR.

### **B. Problem of the Study**

The writer formulates the problem as follows:

“Is there any positive and significant correlation of the student’s English learning interest toward the speaking ability?”

### **C. Limitation of the Problem**

Learning a language, a foreign language for this matter is an active process of acquiring something new. In English learning achievement depends on two main factors, namely internal factors and external factors. In this study, the writer will limit the study in one of internal factors, namely English learning interest related to communication or speaking ability. The reason for this, because it is easy to observed the process of speaking and it is easy to differentiate between those who have a high interest and those who do not.

**D. Objectives of the Study**

The objective of the study is to know more whether learning interest influences the student's English speaking ability or not.

**E. Benefit of the Study**

It is known that everything done always has advantages. There are two benefits, as follows:

**1. Theoretical benefits**

- a. The result of the research can be used as the reference for those who want to conduct a research in speaking
- b. The result of the research can give benefit for English teacher in their teaching speaking

**2. Practical benefits**

- a. It can give information for the teacher in teaching learning English especially in teaching speaking, so he or she can help the student overcome their problem in speaking ability
- b. The writer can know how to motivate the students who have low motivation and the writer will get some experiences in controlling teaching and learning situation.

**F. Research Paper Organization**

This research paper is organized in order to be easy to understand the content of the paper as follows:

Chapter I, introduction, consists of background of the study, problem of the study, limitation of the study, objectives of the study, benefit of the study, hypothesis, and research paper organization.

Chapter II, review of related literature, consists of previous researches, foreign language learning, interest, speaking ability.

Chapter III, research method, consists of type of research method, population, sample, sampling, research instrument, reliability of the instrument, method of collecting data, technique for analyzing data.

Chapter IV presents the research findings and discussion.

Chapter V concerns with conclusion and suggestion.